DOCUMENT RESUME

ED 385 015 EC 304 006

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TITLE Leadership for Effective Schools: Guidelines for the Development of an Inclusion Program.
PUB DATE [94]
NOTE 53p.
PUB TYPE Guides - Non-Classroom Use (055) -- Information Analyses (070)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Compliance (Legal); Court Litigation; *Disabilities; Educational Change; Educational Legislation; Educational Trends; Elementary Education; *Inclusive Schools; Mainstreaming; *Program Development; Program Evaluation; Program Implementation; Trend Analysis
IDENTIFIERS Texas

ABSTRACT

This paper offers a literature review of materials concerning inclusion of students with disabilities, and reports on the 3-year development of an inclusion program at one elementary school in Texas. The literature review is organized into sections which address legislative initiatives and law, special education programs with mainstreaming, the current educational movement of inclusion, controversies surrounding inclusion, and court litigation. The development of an inclusive program is recounted, in the following steps: (1) gaining approval from the school board; (2) educating the faculty and staff through visits to inclusion sites and inservice workshops; (3) evaluating staff development activities; (4) initial implementation of the inclusion program; (5) evaluating the program's first year; (6) modifications to allow inclusion of a student with very severe disabilities during the second year; and (7) continuing the program for a third year. Basic guidelines are offered for other school districts, addressing assessment, planning, training, and evaluation. Appendixes include program statistics, a faculty development agenda, summaries of films, handouts for inservice training, and inservice evaluation forms and data. (Contains 22 references.) (DB)

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LEADERSHIP FOR EFFECTIVE SCHOOLS: GUIDELINES FOR THE DEVELOPMENT OF AN INCLUSION PROGRAM

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INTRODUCTION

The history of special education reveals gradual changes across the years. Fifty years ago, individuals who were severely disabled did not live long, but now their life expectancies are increasing annually (Brown et al.,1991; Siwolop & Mohs,1985). Approximately thirty years ago, the argument was whether or not the severely intellectually disabled should receive educational services in public schools. Goldberg, a special educator, believed that they should receive support from public education, whereas Cruickshank, a regular classroom educator, did not advocate that position (Brown et al., 1989; Goldberg & Cruickshank, 1985). Even as recently as fifteen years ago, policy debates focused on whether or not individuals should be required to attend regular or segregated schools (Sontag, Burke, & York, 1973). Yet, most educators felt that regular schools were better (Brown et al., 1991).

STATEMENT OF PURPOSE

The purpose of this paper will be to provide a literary review of related materials concerning inclusion. Another purpose will be to present guidelines for the development of an inclusion program. These guidelines represent a three-year plan.

REVIEW OF RELATED LITERATURE

For many years, just receiving an education was no easy matter for children with diverse and varying disabilities (Staff, 1992). For example, children

with severe disabilities were often institutionalized in large public institutions upon the recommendations of professionals. Several investigations during the early 1970s revealed that no meaningful treatment or educational programs were provided in many of these institutions, and unsanitary, abusive conditions often prevailed (Fuchs & Fuchs, 1992; Staff, 1992). Children with disabilities who were lucky enough to receive an education in public schools prior to the 1970s were often in segregated classrooms or schools and isolated from "regular" students (Brown et al., 1991; Staff, 1992). Less fortunate were the children who were excluded from the public school entirely.

Changes came slowly. Across the country during the 1960s and 1970s, progress was made. Children who were excluded from public schools were permitted in some form of educational programs (Brown et al., 1991; Staff, 1992). These early educational programs replaced the custodial programs, but were often sketchy by today's standards and the personnel who staffed them were often not certified and were paid less than teachers in the regular public school (Staff, 1992).

LEGISLATIVE INITIATIVES AND THE PUBLIC LAW

The early 1970s brought new legislation that made the education of children with disabilities a reality. In 1973, Congress enacted Public Law 93-112, the Rehabilitation Act of 1973. Section 504 of this act was the first federal civil

rights law protecting the rights of handicapped individuals in the United States. In 1975, Congress passed landmark legislation pertaining specifically to the education of handicapped children, Public Law 94-142, the Education for all Handicapped Children Act. This law guaranteed that all children, regardless of their disability or perceived educability, were entitled to a free, appropriate education (Staff, 1992). Public Law 94-142 stated that "to the maximum extent appropriate, handicapped children ... are educated with children who are not handicapped" (Department of Health, Education, and Welfare, 1977, p. 42497). "The intent was to offer a continuum of services to provide for the least restrictive environment for each child" (Miller, 1994, p. 47). The name of the law has since been changed to the Individuals with Disabilities Education Act (IDEA), but it still guarantees, to all students with disabilities, a free, appropriate public education in the least restrictive environment appropriate to each student's needs (Hollis & Gallegos, 1993).

Since its passage, this legislation has had far-reaching effects. In 1974, one million children with disabilities were excluded entirely from the public school system because of the nature of their disabilities. During the 1989-90 school year, over four and one-half million children were served in special education programs (Staff, 1992).

Each small, gradual step moved public education for children with disabilities in a positive direction. These students were now allowed to attend

public schools in the same schools as their non-disabled peers, part or wholly in their own neighborhood or community (York & Vandercook, 1990). Students with disabilities were in classrooms with their peers for a portion of their day and receiving one-to-one or small group attention in special education classrooms (York & Vandercook, 1990).

SPECIAL EDUCATION PROGRAMS WITH MAINSTREAMING

The early special education programs were usually in isolated, self-contained classrooms (Gartner & Lipsky, 1987; Staff, 1992). In the 1970s, mainly because of the laws, educators began pull-out programs which allowed students to be based in regular educational classrooms for the maximum extent possible and placed in special education classrooms for appropriate, individual studies (Staff, 1992). This was the beginning of "mainstreaming" students with disabilities back to the regular classroom so that they could interact socially and be educated with their non-disabled peers (Staff, 1992).

There have been drawbacks or negative outcomes, however, with mainstreaming and special education programs. Law makers and advocates assumed that guaranteed access and individualization would ensure good educational outcomes for students with disabilities. Unfortunately, as educators examined the outcomes of special education, they realized that for many youth with disabilities, a fairly bleak future existed (Shriner, Ysseldyke, Thurlow, &

Honetschlager, 1994; Staff, 1992). Less than 5% of all students placed in special education classes ever returned entirely to regular classrooms; only 57% of students in special education graduated with either a diploma or certificate of graduation (Staff, 1992). Youth with disabilities had a 4% higher rate of arrest than non-disabled students after leaving secondary schools, 20% less lived independently, and only 49% were employed one to two years after high school (Staff, 1992).

There were additional concerns with mainstreaming and special education programs. The practice of pulling students out of the regular classroom to attend special education classes left many students with fragmented educations and feeling that they did not belong in the regular classroom or in the special education classroom (Staff, 1992). These students lost class time moving from classroom to another. They were considered "add-ons" in some elective classes. Not only did they miss out completely in some subject areas, they missed social interactions and potentially never developed the social skills for which they were mainstreamed (Staff, 1992).

Mainstreaming affected the students with special needs in a positive manner as well. Since these students were based in the regular classroom, they interacted socially with their non-disabled peers. This enabled them to "hang-out" with these classmates after school and on weekends (Schattman, 1988). Students with disabilities exhibited traits of being more social, talkative, attentive,

interested, happy, appropriate, cooperative, independent, and creative after being a part of regular classroom activities, if only for portions of the school day (York, Vandercook, Heise-Neff, & Caughey, 1988). The percentage of time mainstreamed was found to be a highly significant factor in predicting social acceptance, with the higher percentage of time mainstreamed being associated with greater social acceptance (Maderia, 1990). These students with disabilities also showed improvement in curricular areas and being a part of regular classes were the highlight of their day. Reintegration into regular education classes was associated with growth spurts academically, indicating that mainstreaming can spur students onto greater progress (Latus, 1990).

As these students progressed through higher grade levels, they were more willing to participate in extra-curricular activities and developed meaningful relationships with non-disabled peers (Shattman, 1988). These positive aspects of mainstreaming caused educators to look for ways to lengthen the amount of time that disabled students could spend in regular classrooms (Brown, 1991; York et al., 1988).

TODAY'S EDUCATIONAL MOVEMENT: INCLUSION

Today's movement is for total inclusion of disabled students into regular classrooms. The motive for this movement extends back to the Individuals with Disabilities Education Act, which when simply stated, says that to the maximum extent possible, handicapped children should be educated in the same

classrooms as non-handicapped students of the same age and same community (Hollis & Gallegos, 1993). Removing the handicapped student from a regular classroom situation should only occur when the nature or severity of the handicap is such that the education, with the use of supplementary aids and services in the regular classroom, can not be achieved (Arnold & Dodge, 1994).

Ideally, inclusion is the point in the continuum of services which places the student with a disability in a regular education classroom with appropriate support personnel to receive an education and related services alongside peers. In an ideal, fully inclusive school, the student with a disability will be learning in the same curricular areas as peers of the same age, but with the help of teachers, aids, or peer tutors to learn content at an appropriate level. Inclusion means that students with disabilities are included in every aspect of school life and are a part of their school community (Miller, 1994).

In recent years, however, there is no single reference that endorses that all students of concern should spend 100% of their school time in regular classrooms (Brown et al., 1991). The preference is that students with severe disabilities be based in regular education classrooms in which they would be based if they were not disabled, and that individually, meaningful amounts of time spent elsewhere should be arranged as needed (Brown et al., 1991).

A number of reasons can be given for this approach. Some of these reasons include: (1) the best language, social, dress, and behavior models are in

the regular education classrooms (2) the high frequency opportunities to build meaningful, social relationships with nondisabled peers are in the regular classrooms (3) the future leaders, taxpayers, service providers and parents of children with disabilities are in the regular classrooms (4) it is better to be an "insider" who goes out for short periods of time, than it is to be an "outsider" who comes into the classroom (5) individualized, systematic, comprehensive, and long-term instruction in a wide array of non-school environments must be a critical component of educational service plans and (6) direct instruction on the school grounds, but not in regular classrooms (Brown et al., 1991).

CONTROVERSY SURROUNDING INCLUSION

Inclusion of disabled students into the regular classroom, however, has become a controversial topic among educators. The controversy stems from what inclusion means, because it means different things to different people. Inclusion may mean eliminating all categorical special education programs and personnel; it may only mean returning all students with disabilities to their home campuses; it may mean integrating all students with disabilities into the regular education program to the maximum extent possible; or it may mean elimination of all special education classrooms and educating all students with disabilities in the same classrooms as their age-appropriate, non-disabled peers (Hollis & Gallegos, 1993).

Some believe that educators have been interpreting the laws incorrectly all along and basically interpreting the laws backwards. With the passage of legislation in the 1970s, students with disabilities were pulled out of regular education classes and placed in special classes. The way the law was written, students with disabilities should be placed in regular classrooms in the beginning with supplemental aids and services to assist them in that setting. Then, if the student is not benefiting from the education he or she receives in that setting, the school district should consider more restrictive, segregated options or settings that would enable the student to get a meaningful education, but remain in the regular classroom as much as possible (Arnold & Dodge, 1994).

Full inclusion certainly is not a one-size-fits-all policy when it comes to groups that represent individuals with disabilities (Gorman & Rose, 1994). Determination of placement must be made on a case-by-case basis for each student. It should begin with the idea of placement in a regular classroom first and only then, move to the more restrictive setting (Arnold & Dodge,1994).

The Council for Exceptional Children (CEC) and the Learning Disabilities Association of America (LDA) are among the most prominent groups urging schools not to cut off service options to students in an effort to promote aggressive, inclusion strategies (Gorman & Rose, 1994). "The existence of options is particularly vital to the education of our exceptional children and recognizes the reality that full inclusion is not appropriate for every student"

(Gorman & Rose, 1994, p. 5), the Council for Exceptional Children stated last year, after its delegate assembly adopted a major policy statement on inclusion. Their policy supports a more inclusive environment wherever possible, but the group also stresses that "a continuum of services must be available for all children, youth and adults' access to these programs and experiences should be based on individual educational need and desired outcomes" (Gorman & Rose, 1994, p. 5).

The Learning Disabilities Association of America also has weighed in against full inclusion. "The regular education classroom is not the appropriate placement for a number of students with learning disabilities who may need alternative instructional environments, teaching strategies and/or materials that cannot or will not be provided within the context of a regular classroom," the group stated in a position paper in 1993 (Gorman & Rose, 1994, p. 5). "The Learning Disabilities Association of America believes that the placement of all children with disabilities in the regular classroom is as great a violation of (the federal Individuals with Disabilities Education Act) as is the placement of all children in present classrooms on the basis of their type of disability" (Gorman & Rose, 1994, p. 5).

Jean Peterson, National Executive Director of Learning Disabilities Association of America states, "If a child can learn in a regular classroom, we're all for it. But there are learning disabled children who cannot learn in that

environment and we feel that our kids would be lost in full inclusion" (Gorman & Rose, 1994, p. 5).

The problem that may exist is that schools, advocate groups, teachers, and parents are so aggressively trying to implement or discourage inclusion, that they are not taking the time to determine the needs of a particular school or community, and then, planning to meet those needs. Inclusion requires planning, training, and support (e.g. financial and physical) to be successful. There is no one size that satisfies every school's needs; each one is unique (Gorman & Rose, 1994).

WHAT THE COURT SAYS ABOUT INCLUSION

Because there is so much controversy about inclusion of the disabled students into the regular classroom, there have been many court cases involving the inclusion issue. The leading case on inclusion is the Daniel v. State Board of Education (cited in Arnold & Dodge, 1994; cited in Hollis & Gallegos, 1993). There are more cases in every state, but the Daniel (1989) case set the rules and precedents to be followed in nearly every case that has been brought before the court since that time.

The case involved a parent's request for full inclusion of her six-year-old child into a regular pre-kindergarten class. The child had Down's Syndrome and was mentally retarded. Tests indicated that the student was four years behind

the other students, could not master the pre-kindergarten skills, and would not participate at all without one-to-one attention, either from teacher or an aide. The school district proposed to remove him from the regular classroom and to provide mainstreaming only during recess and lunch. The parent disagreed with the action of the school district and challenged the action in court (Arnold & Dodge, 1994; Hollis & Gallegos, 1993).

The Fifth Circuit Court of Appeals ruled in favor of the school district, emphasizing that school officials are not obligated to mainstream every student with disabilities without regard for whether the regular classroom provides free, appropriate education. The court also stated that school districts do not need to provide every conceivable supplementary aid and service to help the child in the regular classroom. The court implemented a two-part test for determining whether a school district is in compliance with the mainstreaming requirements (Hollis & Gallegos, 1993).

The first part of the test determines whether or not education in the regular classroom can be achieved with satisfactory results, with the use of supplemental aids and services. The second part states that if removal from the regular classroom becomes necessary, the school district is obligated to prove that it is mainstreaming to the fullest extent possible (Arnold & Dodge, 1994; Hollis & Gallegos, 1993).

The court recognized that there would be several factors that would determine whether or not a school district has satisfied the two-part test with respect to a given child. The court applied five factors for determining whether or not a student placed in special education with mainstreaming, complied with the least restrictive environment portion of Individuals with Disabilities Education Act. First, did the district take steps to accommodate the student with disabilities in the regular classroom? Secondly, were these efforts sufficient or token? Thirdly, was the student benefitting from the regular classroom? Fourth, what would be the student's overall educational benefit from the mainstream environment? Finally, what would be the effect of the disabled student's presence in that classroom on the classroom? (Arnold & Dodge, 1994; Hollis & Gallegos, 1993).

In dealing with the five factors set down by the court, it is important to note that IDEA requires school districts to provide supplementary aids and services and to modify the regular education program in an effort to mainstream children with disabilities. Some examples of the modifications include shortened assignments, note-taking assistance, visual aids, oral tests, and frequent breaks. The modifications should be geared to each disabled student's individual needs. If no effort is made to accommodate students with disabilities in the regular education classroom, there is a violation in the law (Arnold & Dodge, 1994). Documentation of every modification and the types of supplementary aids and services supplied to the disabled student are essential in providing proof that

steps have been taken to accommodate the student with disabilities (Hollis & Gallegos, 1993).

The court stressed that a district need not encompass "every conceivable" aid and service for modifying and supplementing the disabled student in the regular classroom. The court stated further, that IDEA does not require regular education teachers to devote all or most of their time to one student with disabilities while neglecting the other students, nor does modification of the regular education program require anything more than recognition. The key is the quality of the modification and aids supplied by the district (Arnold & Dodge, 1994; Hollis & Gallegos, 1993).

In dealing with the academic benefit of a student with disabilities, the court stressed the importance of considering more than just the academic benefit. Of course, achievement of the essential elements of the regular education curriculum is foremost in determining placement. This should not mean being able to achieve on the same level as non-disabled students before being permitted into the regular classroom, because being allowed to be with students that are not disabled can be a measurable benefit also (Arnold & Dodge, 1994; Hollis & Gallegos, 1993).

In viewing the child's overall educational experience in the mainstream environment, the court asks districts to prioritize and weigh all the identified needs of the disabled student and determine where and how these needs should be met.

Children who can not comprehend many of the essential elements of a particular lesson may still receive great benefit from their non-disabled peers, who can serve as language and behavior models (Arnold & Dodge, 1994). A balancing of benefits of the regular and special education classrooms may benefit the student and allow the student to achieve at a higher level academically, socially, and emotionally (Arnold & Dodge, 1994). Determining the appropriate amounts of time spent in each situation should be evaluated for the greatest benefit to the student (Arnold & Dodge, 1994; Hollis & Gallegos, 1993).

In determining the effect a disabled student's presence in the regular classroom would have on that environment, the court made two observations. First, whether or not the student's behavior was disruptive so that it interfered with the regular classroom atmosphere. Secondly, whether or not the needs of the disabled student and the rest of the students suffered academically (Arnold & Dodge, 1994; Hollis & Gallegos, 1993).

The placement of a student with disabilities is not an "all-or-nothing" proposition. Rather, school districts are required to offer a continuum of services for disabled children (Arnold & Dodge, 1994). A disabled student should be mainstreamed in regular education for as much time as is appropriate. Seldom will there be a need for total exclusion from children without disabilities (Arnold & Dodge, 1994).

BEYOND THE LEGAL REQUIREMENTS

The issue of whether students with disabilities can or should be served in the regular classroom will continue to be debated and decided in the courts. The real issues are not legal, they are based in tradition, values, and beliefs (Arnold & Dodge, 1994). The future course of action with the respect to the legality of inclusion and mainstreaming is complex, because the unique facts of each case make all the difference in deciding the outcome of a dispute concerning the placement of a disabled student (Hollis & Gallegos, 1993). An increased understanding of how inclusion works, when implemented under the law, will help design high-quality, inclusive programs for disabled students and shape those traditions, values, and beliefs school districts put into practice (Arnold & Dodge, 1994).

Services to the disabled student can not be mandated or created without the contributions of teachers, administrators, and parents. School districts must continue to make available the full continuum of placements, make placement decisions on an individual basis, adhere to IDEA's procedural mandates, consider what supplementary aids and services to provide, and include greater numbers of disabled students with more diverse disabilities in the regular classrooms by establishing more favorable teacher-student ratios (Hollis & Gallegos, 1993). The school districts can reduce the number of problems by providing technical assistance and by finding activities that build consensus between staff and

parents and provide information and education for everyone. Teachers and administrators can learn from the successful experiences of other districts (Arnold & Dodge, 1994).

Research, school statistics, and informal observations about inclusive programs presently in place make a compelling case for inclusion. The biggest benefit will come when disabled students feel that they "belong" in the regular education setting, rather than being segregated in separate classrooms or schools (Arnold & Dodge, 1994).

PROCEDURES

A school district's move to a total inclusion program is not a matter of an overnight experience. There is much thought, planning, and training that must take place before implementing a successful inclusion program. The Sadler and Southmayd (S&S) Consolidated Independent School District (CISD) has implemented an inclusion program in its elementary school. Through the leadership of Superintendents Jim Malone and Joe Wardell, Curriculum Director Carol Thorne, elementary Principal Martha Imbert, and the hard work of the faculty and staff, the inclusion program is in its third year.

Another purpose of this paper was to provide guidelines for the development of an inclusion program. These guidelines were best suited for the S&S CISD, but could be adapted to any school district wishing to begin an inclusion program.

The first author, although not involved directly with the inclusion program, was fortunate enough to be involved with some of the workshops and training that was provided to the faculty and staff. This involvement gave inspiration for this paper.

The S&S CISD has demonstrated curriculum innovations for a number of years. The special education department has experienced success through the mainstreaming program for several years. However, through a needs assessment, the number of students requiring special services appeared to escalate at an alarming rate. It was determined, through site-based efforts, that something must be done to meet the needs of these students. The administration and faculty began exploring possible strategies to accommodate the growing numbers of special needs students, without jeopardizing their educational needs and those of the regular classroom. This exploration led the district to begin work on an inclusion program that would allow students with disabilities to be taught primarily in the regular classroom with their non-handicapped peers.

The school district was aided in its training and implementation process by a grant it received from IDEA-B Discretionary funds. Mrs. Thorne,Curriculum Director, wrote and made application for the grant, and was responsible for the implementation of the program.

The initial step was to gain approval from the school board. Mrs. Thorne and Mrs. Imbert, Principal, spent much time putting together a presentation that

included facts about the current school population, the mainstreaming program that was functioning adequately at that time, and projections of the increasing number of special needs students that the district could expect in the immediate future (See Appendix A). The presentation was made in a regular scheduled board meeting. The presentation indicated that the district was slowly growing, but the numbers for economically disadvantaged students and the number of students served by special education was growing at a higher rate than the population of the school. Each student increase in special education represented a minimum of forty-five minutes per day per student, and most required one and a half hours, and some as much as three hours in the special education classroom per day. The district had already hired one aid in the special education classroom and with the growth, there would be a need to hire additional aids. The board voted unanimously to proceed with the project.

The next phase, August 1992, was to educate the faculty and staff and, at the same time, gain support from the teachers, both regular and special education. Mrs. Imbert, Principal, was responsible for the staff development. This training involved visits of off-campus inclusion sites and two days of on-campus training. Each teacher and aid were allowed to visit campuses where there were successful inclusion programs already in place. The teachers visited two elementary campuses in the Mansfield Independent School District and were able to spend a full school day at each campus observing and asking questions about

their inclusion program. This experience was reinforced by faculty and staff meetings where they discussed the different aspects of the Mansfield ISD's program that had impressed each individual and how it might work in the S&S program (See Appendix B).

Two more in-service training sessions were held on Saturdays in September, 1992 to further educate the teachers and answer questions that the teachers might have concerning inclusion. Principals Sarah Jandrucko, J.L. Boren Elementary Mansfield ISD, and Judy Miller, Erma Nash Elementary Mansfield ISD, along with members of their staff came to the S&S Elementary campus and made presentations. Included were: (1) video tapes made of their individual programs (See Appendix C) (2) panel discussions (3) related materials and handouts (See Appendix D) and (4) explanations of how to get started and ways to modify the curriculum and grading. These were very intense training sessions and, although not every question was completely answered, the faculty was comfortable with beginning the inclusion program.

An evaluation of the staff development activities was conducted, tabulated, and the results shared with everyone involved (See Appendix E). The instrument used to evaluate the staff development was developed by Mrs. Thorne and had been used by the district to assess the impact of past staff development activities (See Appendix E).

Implementing the inclusion program began in the fall semester, 1993. It started with annual ARD meetings of the students that were assigned to the special education classroom at some point in the school day. Each of the student's IEP was assessed and adjusted, and although not all of the students were taken out of the special education classroom for the entire school day, most were placed in the age-appropriate regular classroom.

The faculty had worked during the previous school year, 1992-1993 to align the curriculum to the Texas Assessment of Academic Skills (TAAS) objectives and insure that instruction matched the developmental needs of the learners. Assessment of student development or mastery of a particular objective was based on the Curriculum Associates Cooperative (CAC) test developed by the Region 10 Educational Service Center. Student achievement on the curriculum objectives were monitored every six weeks to ascertain the impact of the activities on the participating students' achievement. Grades were not reported, rather mastery of the objectives.

Evaluation of the first year of the inclusion program revealed little programmatically that needed to be changed. There was a real desire to get the special education teacher to help out more in the regular education classroom with some of the special needs students. With the reduced numbers now requiring the more restricted environment of the special education classroom, it now appeared that this could now be accomplished.

Entering year two, the teachers were more comfortable with the program and more at ease in dealing with students with varied abilities and capabilities. One strong test of the program developed when a student enrolled in school that had little or no communication skills, very limited use of arms or legs, no control of body functions, and very limited learning capabilities.

The student was placed in an age-appropriate regular classroom and, although there were some adjustments by the classroom teacher and the other students, by the end of the first week class activities were proceeding as before. The other students accepted the disabled student and soon progress was being made in communicating with the student.

The addition of this student meant adding a full-time aid to assist the disabled student and attend to the special needs, such as feeding the student and administering physical therapy. The school district received great support from the special education cooperative in Grayson County, who assisted in training the aid in physical therapy and attending to the student's special needs.

At the end of the second year, another evaluation was conducted to check the performance of the program. The evaluation revealed that nothing needed to be changed. The number of students requiring time in the special education classroom was down to 5.1%, and this meant more individualized instruction for those that did require the more restricted instructional atmosphere. TAAS scores

actually came up. The fourth grade scored 100% mastery in writing, 92% mastery in reading, and 80% mastery in math, and the elementary school received Recognized Status from the Texas Education Agency and Governor Ann Richards.

S&S Elementary is now coming to the end of its third year of the inclusion program. It is uncertain at this point what changes will need to be made in the program, but the program will continue as long as intellectual growth is being demonstrated by all students.

One of the limitations of this paper was that the inclusion program was only for three years. Tracking of the students involved in the program has not progressed far enough to determine exactly how successful the program has been. Only time and further assessment will reveal the summative evaluation of this portion of the program.

Through research and personal observations, the authors have developed basic guidelines that may assist other school districts wishing to develop an inclusion program. These basic guidelines are not foolproof, but can easily be adapted to any district.

1. Assessment--Determine if there is a need for an inclusion program. This information can be easily obtained from the PIEMS officer and from records of the special education department (See Appendix A).

2. Planning--This is essential to the success of the inclusion program. The design of the program, as described in these procedures, ideas for selling the program to the board of education, faculty and parents (statistics as presented in Appendix A), and strategies for implementing should be considered (e.g. teaming approaches, use of special personnel to train teachers, and consultants like those from Mansfield ISD). Seek help from others involved in inclusion programs and investigate the possibilities of receiving grant money that may be available for such endeavors.

3. Training--The most important part of an inclusion program is to have the faculty and staff trained so that there will be no surprises or disillusionment once the program is implemented.

4. Implementation--Follow a set procedure as set down during training sessions. If there is a need for changes, make them immediately and do not wait until students have been harmed educationally.

5. Evaluation--This can be done in a number of different ways, using statistics, appraisals by teachers and parents, and outcome-based information based on student achievement. Use the methods that are most meaningful to the school district. For example, in S&S CISD, evaluations and feedback on staff development sessions were

used. Yearly evaluations were accomplished by allowing the teachers to give written observations of the program.

CONCLUSIONS

The ideas for developing an inclusion program, discussed by the authors, were offered as training and guidelines to aid school districts that have a need for better educating students with disabilities. The training was needed so that the teachers and staff would not go into the program blind and be able to see problems that could occur. These guidelines were simple, but require a tremendous amount of effort and work in order to make them functional. The guidelines were also more general than specific, because each situation is unique. The first author can not predict that what has been successful at S&S Elementary, would prove as successful at any other school district, or even one of our neighboring school districts.

No matter what school, inclusion can not be just a way to cut a school special education budget, nor can it be a stop-gap measure whereby students with disabilities are dumped into the regular classroom and forgotten. If the facts are known, an inclusion program at any school will probably add expense to a special education budget, if the program is instituted properly. Students with disabilities need help, especially if they are to receive the quality education that they deserve. "Dumping them" does not meet that ultimate objective.

Inclusion may not be the ultimate answer to educating students with disabilities. It is, however, a means of insuring that students with disabilities receive a quality education, that they belong and that each student, disabled or non-disabled, develop an appreciation for the other.

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APPENDICES

Appendix A

Statistics given to S&S CISD Board of Education in regular session in February, 1992.

SCHOOL YEAR	ENROLLMENT	ECONOMIC DISADVANTAGE	% DISADVANTAGE	SPECIAL EDUCATION	% SP. ED.
1989-90	282	56	19.80%	14	4.90%
1990-91	287	64	22.20%	24	8.30%
1991-92	293	76	25.90%	36	12.20%
		EXPECTATIONS			
1993-94	296	80	27.00%	40	13.50%
1994-95	299	84	28.40%	44	14.90%
1995-96	305	89	29.20%	48	15.70%

Appendix B

FACULTY MEETING

We are to discuss the following items as they relate to your visitation to the two elementary schools in Mansfield. We will talk about what you observed as it relates to our school and each of our roles.

PRINCIPAL OF AN INCLUSIVE SCHOOL

1. Establish and communicate a clear vision for inclusive education for all students.

2. Ensure all students equal opportunity for participation in all courses and activities available within the school.

3. Facilitate and support the dissemination of best educational practices.

4. Promote an understanding of the change process and the team skills to implement change.

5. Encourage creative problem solving that permits flexible roles for all staff to provide appropriate support to all students.

REGULAR EDUCATION TEACHERS IN AN INCLUSIVE SCHOOL

1. Teach all children with appropriate learning outcomes for each child.

2. Plan with special educators to clarify supports needed to make education successful for and inclusive of all children.

3. Assure and communicate primary membership for all students.

4. Share teaching expertise and curriculum.

5. Develop partnerships with educators in other buildings.

SPECIAL EDUCATORS IN AN INCLUSIVE SCHOOL

1. Communicate the mutual benefits of an integrated classrooms.

2. Share responsibilities of students with diverse needs with the entire school.

3. Jointly plan and monitor individualizes programs for each student based upon an array of integrated education options.

4. Provide visible, ongoing support to general education teachers through team teaching and sharing expertise regarding curriculum modifications, designing adaptations, etc.

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Appendix C

Summary of films shown at in-service conducted by Mansfield ISD staff.

Film- Jeremy's Story

This film is about a second grade student by the name of Jeremy who was a part of the Mansfield ISD inclusion program. The film was taken throughout the entire school year, and shows the progress that he makes during that one year.

Jeremy was a student who had many disabilities. He was confined to a wheel chair, but had use of his arms and upper body parts. Jeremy also had some learning disabilities that were brought about by emotional problems.

In the beginning, he was out of the classroom more than he was in the classroom, because of his disruptive behavior. As the year progressed, and he became more aware of the other students trying to involve him in their activities, he became less and less a behavior problem in the classroom.

At the end of the film, interviews were conducted with the other students in Jeremy's classroom, and they expressed as only second grade students can, their desire for Jeremy to be in their classroom.

Appendix C

Film- "Regular Lives"

This film told the story of several handicapped students in the Mansfield ISD inclusion program. It showed interviews with students in their classrooms and with the handicapped students themselves. The main point of the entire film was that all of us are handicapped to some extent, some more visible than others, but the main point of existence is just to be like everyone else and being accepted for who we are and not what we are. Inclusion helps young people to accept their peers, even though they may be somewhat different.

Appendix D

This appendix is handouts distributed during the in-service training conducted by the Mansfield ISD, September, 1992.

WHAT IS INCLUSION?

Inclusion is:

* All children learning in the same schools with the necessary supports for success.
* Each child's needs being met in integrated environments.
* All children participating equally in all facets of school life.
* An integral dimension of every child's educational program.
* Children, with and without labels, having facilitated opportunities to interact and develop friendships.
* A model for education which emphasizes collaboration between regular and special education.
* Providing support to regular education teachers who have children with disabilities in their classrooms.
* Children learning side by side even though they have different education goals.

Inclusion is not:

* Dumping children with challenging needs into regular classes without the support necessary for success.
* Trading quality of education or intensity of support.
* Ignoring the unique needs of all children.
* Sacrificing the education of any child.
* Everyone learning the same thing, at the same time, in the same way.
* Doing away with or cutting back on special ed. services.
* Expecting regular education teachers to teach children with challenging needs without the support they need to teach all children effectively.

Appendix D

A NEW CLIMATE FOR CHILDREN

What changes will inclusión mean for:

students?

educators?

What can you do to promote the most positive aspects of inclusion on your campus?

What training/information/support will you need to be successful?

Appendix D

Rationales for Inclusion

* Life begins in the community, life should continue and end in the community.

* All people have something to offer.

* All people have something to gain.

* All people have a right to the full array of opportunities available in society.

* Past reasons for separation were based on myths stemming from fear, ignorance, shame, etc.

* To clarify the fact that all people are capable, complete human beings with equal rights.

* Facilitates relationships and friendships among all community members.

* People in communities protect themselves and their members (greater risk of abuse in segregated settings)

Appendix D

The 5 W's of Inclusion

What? The commitment to educate children of varying abilitities and disabilities in the regular classroom
Marriage of regular and special education for the betterment of all students.

Who? All means all
Requires only that the child will benefit

Where? Takes place everywhere
In the school and out in the community

When? Full inclusion does not mean full time, but any time spent out of class should be carefully considered.

Why? Civil rights issue — separate is not equal
Traditional delivery of special education not effective
All people have something to offer and to gain

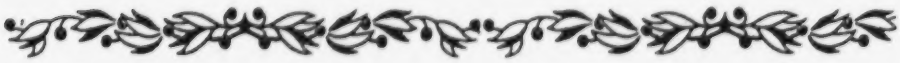
Appendix D

Inclusion: *Every Child's Right*

Where is your heart and head?

_____

_____



My greatest hope for inclusion is _____

_____

My greatest worry about inclusion is _____

_____

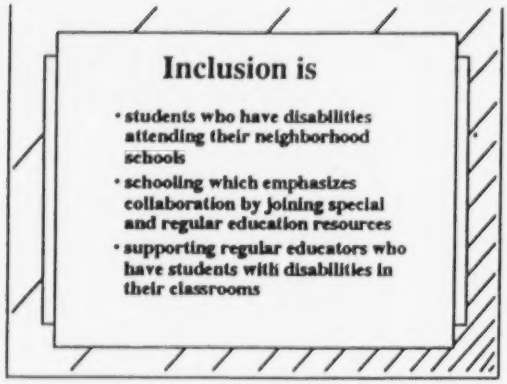
One way inclusion has or will impact my role is_____

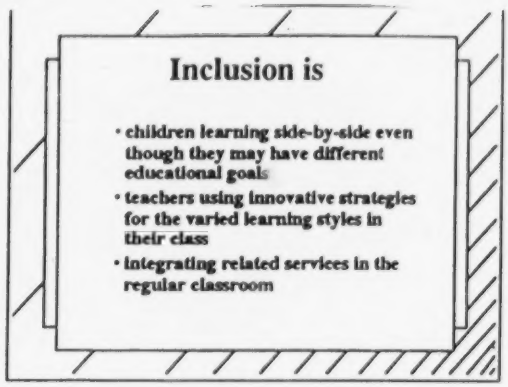
_____

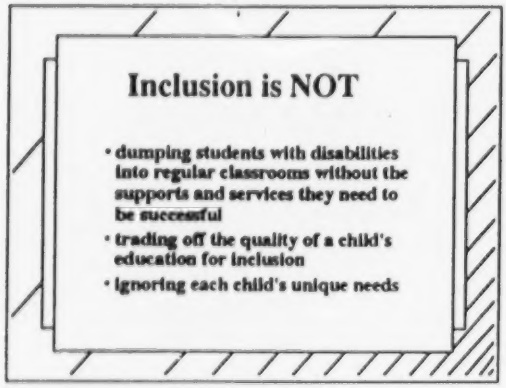
One question I want answered about inclusion is _____

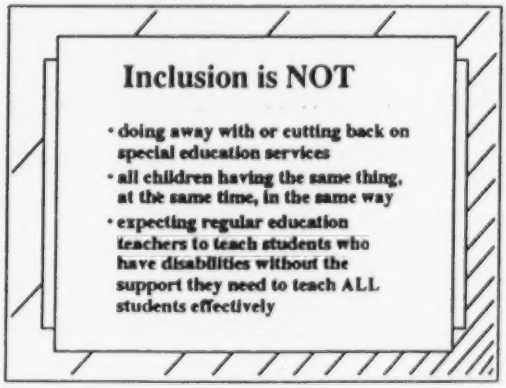
_____

Appendix D

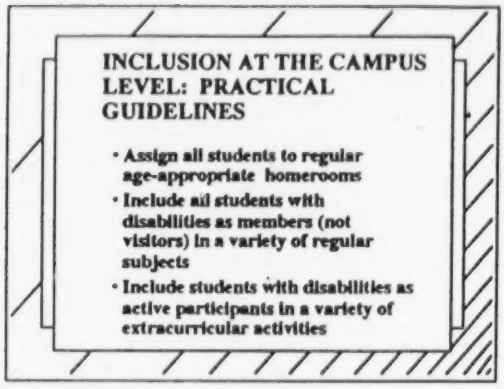

Inclusion is
• students who have disabilities attending their neighborhood schools
• schooling which emphasizes collaboration by joining special and regular education resources
• supporting regular educators who have students with disabilities in their classrooms

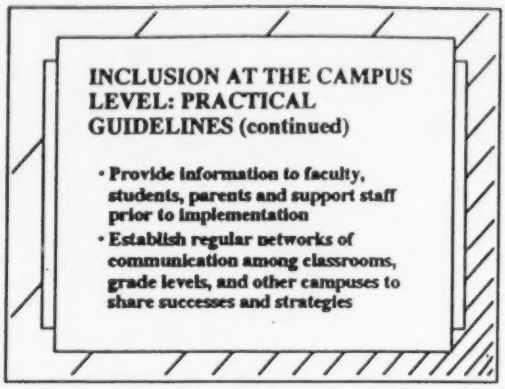

Inclusion is
• children learning side-by-side even though they may have different educational goals
• teachers using innovative strategies for the varied learning styles in their class
• integrating related services in the regular classroom

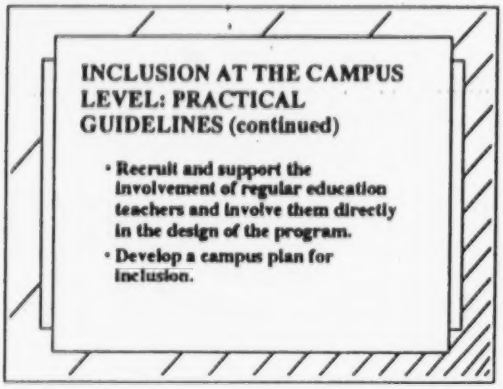

Inclusion is NOT
• dumping students with disabilities into regular classrooms without the supports and services they need to be successful
• trading off the quality of a child's education for inclusion
• ignoring each child's unique needs

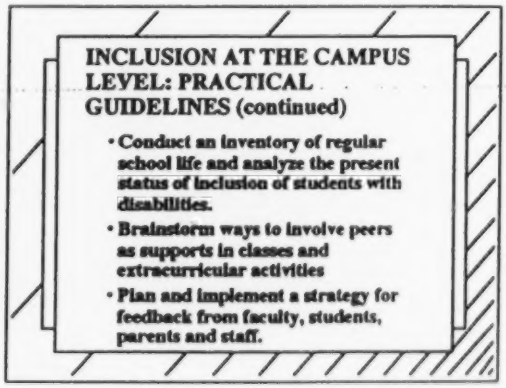

Inclusion is NOT
• doing away with or cutting back on special education services
• all children having the same thing, at the same time, in the same way
• expecting regular education teachers to teach students who have disabilities without the support they need to teach ALL students effectively

Appendix D

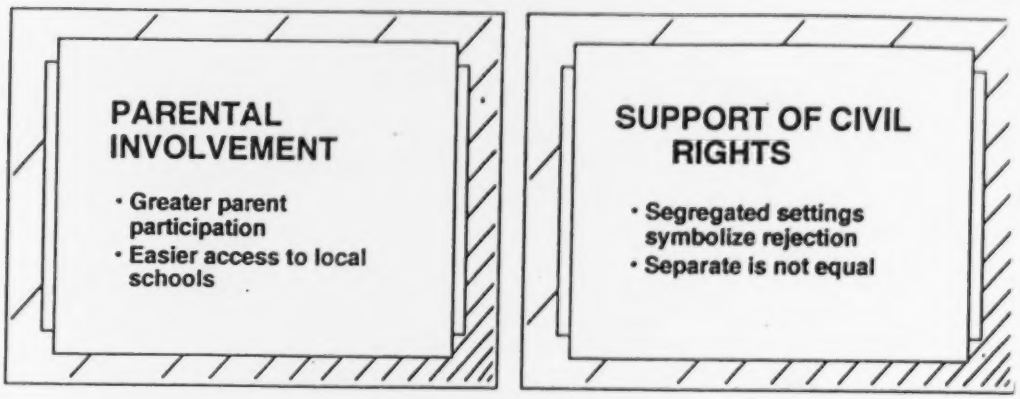

INCLUSION AT THE CAMPUS LEVEL: PRACTICAL GUIDELINES
• Assign all students to regular age-appropriate homerooms
• Include all students with disabilities as members (not visitors) in a variety of regular subjects
• Include students with disabilities as active participants in a variety of extracurricular activities


INCLUSION AT THE CAMPUS LEVEL: PRACTICAL GUIDELINES (continued)
• Provide information to faculty, students, parents and support staff prior to implementation
• Establish regular networks of communication among classrooms, grade levels, and other campuses to share successes and strategies

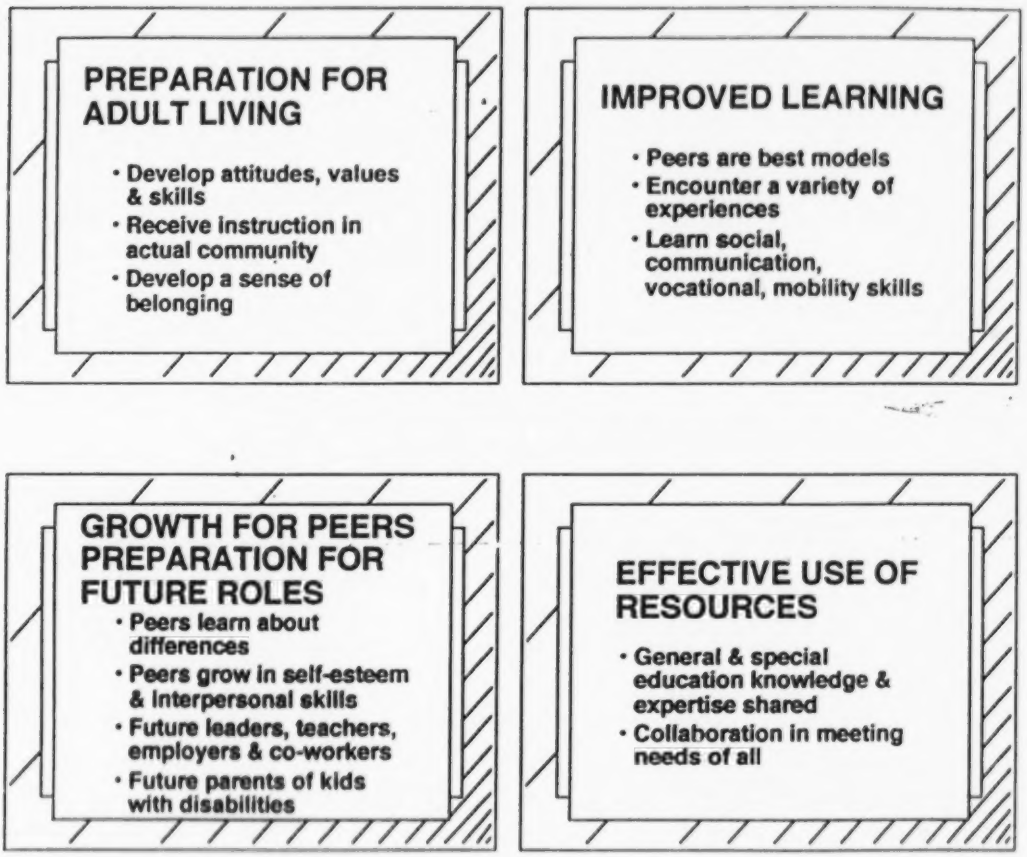

INCLUSION AT THE CAMPUS LEVEL: PRACTICAL GUIDELINES (continued)
• Recruit and support the involvement of regular education teachers and involve them directly in the design of the program.
• Develop a campus plan for inclusion.


INCLUSION AT THE CAMPUS LEVEL: PRACTICAL GUIDELINES (continued)
• Conduct an inventory of regular school life and analyze the present status of inclusion of students with disabilities.
• Brainstorm ways to involve peers as supports in classes and extracurricular activities
• Plan and implement a strategy for feedback from faculty, students, parents and staff.

Appendix D


PARENTAL INVOLVEMENT
• Greater parent participation
• Easier access to local schools
SUPPORT OF CIVIL RIGHTS
• Segregated settings symbolize rejection
• Separate is not equal

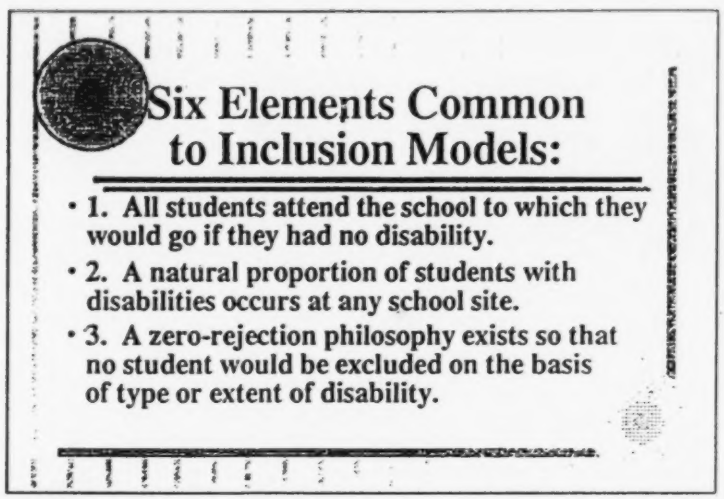
Appendix D

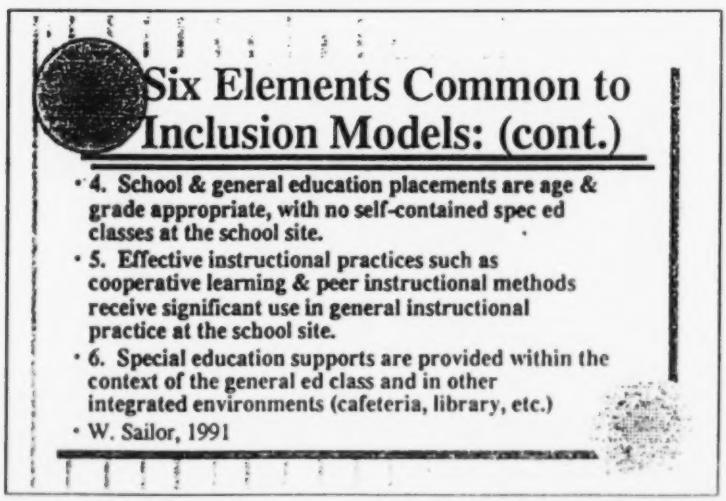

PREPARATION FOR ADULT LIVING
• Develop attitudes, values & skills
• Receive instruction in actual community
• Develop a sense of belonging
IMPROVED LEARNING
• Peers are best models
• Encounter a variety of experiences
• Learn social, communication, vocational, mobility skills
GROWTH FOR PEERS PREPARATION FOR FUTURE ROLES
• Peers learn about differences
• Peers grow in self-esteem & interpersonal skills
• Future leaders, teachers, employers & co-workers
• Future parents of kids with disabilities
EFFECTIVE USE OF RESOURCES
• General & special education knowledge & expertise shared
• Collaboration in meeting needs of all

Appendix D

FRIENDSHIP DEVELOPMENT
• Provides opportunities
• Important now and in the future
ACCEPTANCE OF DIFFERENCES
• Erases misconceptions
• Adults learn from children
• Acceptance of all into community
TEAM BUILDING
• Requires collaboration
• Brings team spirit to faculty
INDIVIDUALIZED EDUCATION
• Analyze needs of individual child
• Design program for child in typical settings

Appendix D


Six Elements Common to Inclusion Models:
• 1. All students attend the school to which they would go if they had no disability.
• 2. A natural proportion of students with disabilities occurs at any school site.
• 3. A zero-rejection philosophy exists so that no student would be excluded on the basis of type or extent of disability.


Six Elements Common to Inclusion Models: (cont.)
• 4. School & general education placements are age & grade appropriate, with no self-contained spec ed classes at the school site.
• 5. Effective instructional practices such as cooperative learning & peer instructional methods receive significant use in general instructional practice at the school site.
• 6. Special education supports are provided within the context of the general ed class and in other integrated environments (cafeteria, library, etc.)
• W. Sailor, 1991

Appendix D

But Is It REALLY Inclusion?

Inclusion. A simple word. A simple concept. ***"All students educated in regular education classes in their neighborhood schools and the supports provided to students and teachers so that all can be successful."*** Why then is there so much confusion as to what it really means? As the familiarity with the word inclusion grows, so does the opportunity for the word to be used to describe (and even justify) practices that are not truly inclusive. Have you ever heard of an "inclusive classroom" where 23 of the 25 students receive special education support services? Or an "inclusive school" into which students from other towns are bussed to attend regular classes? Clearly these are not examples of inclusion, but examples of the word inclusion being used to describe non-desirable educational practices.

Below is a checklist to help teachers, parents, and administrators determine if their school's practices are truly inclusive. Although the checklist does not contain every indicator of inclusion, it can provide you with a guideline for your school's practices and philosophy.

Is It REALLY Inclusion?

Use this checklist to determine if your school/school district's practices and philosophy support inclusion. Every YES answer indicates an inclusive practice. Every NO answer indicates an area of need.

1. Do all students attend the school and class they would attend if they did not have disabilities (NEIGHBORHOOD SCHOOL)?	YES	NO
2. Do all students attend regular education classes appropriate to their CHRONOLOGICAL AGE?	YES	NO
3. Do students with disabilities attend regular education classes on a FULL TIME basis (i.e., receive all support services in the classroom, follow same schedule as other students)?	YES	NO
4. Do regular education classes have a NATURAL PROPORTION of students with and without disabilities in the class (approximately 10-15% of students in the class receive special education support)?	YES	NO
5. Do students with disabilities use the same places and services as other students (i.e., regular transportation, cafeteria, bathrooms)?	YES	NO
6. Do students with disabilities receive the SUPPORTS they need to be successful in the classroom (i.e., curriculum modification, assistive technology, adult and peer assistance, etc.)?	YES	NO
7. Do teachers who have students with disabilities in their classrooms receive the SUPPORTS necessary for them to successfully teach all students in their class (i.e., planning time, consultation and collaboration with specialists, classroom support, training, etc.)?	YES	NO
8. Are PARENTS of students with disabilities given every opportunity to be full participants in their child's education?	YES	NO
9. Does your school have a PHILOSOPHY that respects all students as learners and contributing members of the classroom and school community?	YES	NO
10. Does your school have a TASK FORCE to address the issues indicated by "no" answers on this checklist?	YES	NO

The Top 10 *Worst* Classroom Modifications

We received rave reviews for our *top ten worst IEP goals*, so we thought we'd continue with the "best of the worst" in classroom modifications. Thanks to all the teachers who allowed us to publish their early blunders.

10. The seventh grade class is doing math, but one student is using Sesame Street blocks to work on counting.

9. The class is watching a video but one student, who is blind, is sent out of the room because she can't see.

8. The classroom is arranged with desks in groups of five, but one student is seated in a group with only two desks, one for him and one for his assistant.

7. While the rest of the high school class is doing reports on nutrition, one student is given a tub of dry beans and rice to "explore".

6. Fourth grade students are adding adjectives to sentences, but because the speech pathologist has not yet put adjectives on one student's communication board, the student does not participate in this lesson.

5. During silent reading, the physical therapist takes one student to the back of the classroom to do gross motor exercises to music.

4. Because one student has dressing goals on her IEP, she must put her shoes on and off two times as she gets ready for gym class.

3. Because one student does not yet read, she listens to a music tape while the teacher reads aloud to the class.

2. A student who uses facilitated communication is provided with a facilitator only during language arts class.

1. A 12 year old student goes with the second grade class to physical education because his gross motor skills are "at that level".

Logical/Mathematical Intelligence
Often called "scientific thinking," this intelligence deals with inductive and deductive thinking/reasoning, numbers and the recognition of abstract patterns.
Verbal/Linguistic Intelligence
This intelligence, which is related to words and language—written and spoken—dominates most Western educational systems.
Visual/Spatial Intelligence
This intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images/pictures.
7
WAYS OF KNOWING
MULTIPLE INTELLIGENCES
Intrapersonal Intelligence
This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking), and awareness of spiritual realities.
Body/Kinesthe Intelligence
This intelligence is related to physical movement and the knowings/wisdom of the body; including the brain's motor cortex, which controls bodily motion.
Interpersonal Intelligence
This intelligence operates primarily through person-to-person relationships and communication.
Musical/Rhythmic Intelligence
This intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to

Appendix D

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Appendix E

Evaluation form for in-service, September, 1992.

S & S CISD

Inservice Evaluation Form

Name:_____ Date:_____

Title of Inservice:_____ Presenter:_____

Campus: _____ Grade Level:_____ Subject (s):_____
(MS and HS)

Please evaluate the inservice activities using 5 as the highest rating.

What did you think of the inservice?	0	1	2	3	4	5
Were the handouts useful?	0	1	2	3	4	5
Will you be able to implement what you have learned?	0	1	2	3	4	5
Were the activities appropriate?	0	1	2	3	4	5
Did the presenter communicate the information clearly?	0	1	2	3	4	5
Would you recommend that the district provide more inservices of this type for the staff?	0	1	2	3	4	5

Comments: _____

_____

_____

_____

_____

Please use the back of this form if you need additional space.

APPENDIX E

Results of evaluation for in-service, September, 1992

Please find following the evaluation information regarding the Inclusion Staff Development Activities at the elementary. I have included an item analysis for each question as well as the Effectiveness Rating Scale Score (ERS). A five-point Likert Scale was utilized to determine the responses of the staff attending the sessions. The Effectiveness Rating Scale (ERS) Score range was set at

1.0 -2.5:	Ineffective
2.6-3.5	Effective
3.6.4.0	Moderately Effective
4.1-5.0	Highly Effective

The ERS Scores were combined for the two days and yielded a total ERS Score of 4.73 which is within the highly effective range.

An analysis of the September 18, 1993 was rated by the staff at 4.75 which indicates highly effective training activities. Further analysis of the comments revealed that some of the staff felt that the practitioners were better able to deliver models than professional presenters. The following item analysis represents the responses of the participants.

1.	What did you think of the inservice?	4.83
2.	Were the handouts useful?	4.74
3.	Will you be able to implement what you have learned?	4.78
4.	Were the activities appropriate?	4.83
5	Did the presenter communicate the information clearly?	4.78
6.	Would you recommend that the district provide more inservices of this type for the staff?	4.52
	ERS Score	4.75

Comments from the 9/18/93 Session

#2	Excellent positive information
#6	This inservice was excellent. It (the information) will be very helpful and useful to us. The speakers were wonderful. They helped me to feel more comfortable about inclusion. This inservice was well worth my time.
#8	Definitely beneficial to hear it from someone currently doing it.
#9	I am an instructional aide and I enjoyed listening to everyone. It was very enjoyable. I was pleased that we did not play games. I do not feel comfortable standing in front of others talking unless I want to. Thanks.
#10	Excellent
#12	Great!
#14	I feel that we have been doing most of these things for special children for years.
#17	I enjoyed the presentation.
#19	Good inservice.
#21	I really enjoyed the principal from Erma Nash Elem. She is very understanding and helpful lady. K has always had inclusion--this is not really new information. Video too long.
#22	Stuck to the topic. Good & useful information presented.
#23	We all have to work together as a group.

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Appendix E

An analysis of the September 25, 1993 was rated by the staff at 4.71 which indicates highly effective training activities. Further analysis of the comments revealed that some of the staff felt that enough information has now been presented and modeled. They are prepared to implement the inclusion project. The following item analysis represents the responses of the participants.

1.	What did you think of the inservice?	4.79
2.	Were the handouts useful?	4.83
3.	Will you be able to implement what you have learned?	4.74
4.	Were the activities appropriate?	4.79
5	Did the presenter communicate the information clearly?	4.79
6.	Would you recommend that the district provide more inservices of this type for the staff?	4.26
	ERS Score	4.71

Comments from the 9/25/93 Session

#7	I loved this inservice! It was really interesting.
#9	Enjoyed it! Keep up the good work!
#11	Middle school teachers need this too.
#14	It was beneficial. I feel we can learn on our now.
#21	More inservice of this type would benefit after a year of inclusion.
#23	Too long. Points were repeated over and over rather than using fresh information or expanding on different topics---examples.
#24	I think we have enough on inclusion--how about some more on individual learning styles--like the man on LD. Too much of the same thing!

Evaluation Response forms, sign-in sheets and this report will be on file in my office for documentation of activities.

CC: Missy Imbert, Principal
Imogene Gideon, Special Education Director, Mansfield ISD